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| **WORKSHOP for F2F Instruction** |

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| Module Title | Migration, Security and Sustainable Development in an interdependent world: Theory and Practice. Unit 1: Introduction to Migration |
| Duration (in min/hours) | 1 h |
| Workshop Objectives:Upon completion of this Module learners should be able to: 1. Distinguish between different types of migration and categorisation of migrants;2. Describe the scope and tendencies of international migration;3. Outline the potential benefits and risks of migration to national, native communities and migrants.  |
| Methodology (discussion, role-play, problem solving etc.) | The presenter is expected to show slides to participants during the workshop as it provides useful summary of information delivered. Notes in the slides are for the presenter. The latter provide additional context, comments and tips on how to introduce the content in an effective way, but are open to moderation as the presenter sees best. The unit is interactive and contains three activities: 1) Ice-breaker, 2) ‘Labelling migration’ and 3) Migration perspectives (their timing within the unit is identified in the slides). The first activity aims to activate self-reflection on personal views towards migration as participants are asked to stand up if they agree or disagree with statements being told. In second activity participants have to work in groups and try to label migrants based on a given migrant story provided by the presenter. In third activity, participants have to evaluate benefits and risks of migration from 3 different perspectives: origin countries, host states and migrants themselves. Precise descriptions of each activity are provided in Annexes 1, 2 and 3, respectively. All activities should be followed by short reflective discussions. Content in the slides is mostly follow-up information that contextualises topics touched upon by activities.  |
| Materials/Equipment (projector, internet connection etc.) | Necessary: * Computer + projector (both are required for slides and a video used for a discussion; sound should work as well)
* At least 3 paper sheets (for the 3rd activity)

Optional: * a blackboard, a whiteboard or a larger piece of paper to write down suggestions of students during discussion (activity 3)
* Printed migrant stories for activity 2 (see Annex 2)
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| Resources | Slides, internet (to access youtube for video material) |
| ANNEXES |

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| Slides InterCap\_2.1.1\_Unit\_1\_DDG\_v4.pptx | Slides should be used from the beginning to the end of the workshop |
| InterCap\_2.1.1\_M1\_U1\_Annex1 | Annex 1 explains activity 1  |
| InterCap\_2.1.1\_M1\_U1\_Annex2 | Annex 2 explains and provides material to be printed for activity 2 |
| InterCap\_2.1.1\_M1\_U1\_Annex3 | Annex 3 explains activity 3 |
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***Detailed description of activities***

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| Introduction to the topic (*activating students’ prior knowledge, stating learning tasks*) |
| In the beginning of the workshop students are introduced to the topics that will be explored. They are presented in slide 2. The presenter is encouraged to extend on the structure and relevance of the unit by explaining the broader context (the text below can be found in notes on slide 2). The presenter should emphasise that active participation is encouraged and questions are welcome. Activity 1 (see Annex 1) is also used to activate participants’ prior knowledge and views towards migration. Participants’ answers would also inform the presenter on prevailing views among participants and might inform on how to approach the topic.  |
| Topic Exploration (*Knowledge construction*) |
| Slides 5-9 aim to introduce participants to key trends and figures as well as public attitudes towards migration. Activity 2 then follows; participants should be explained the task (see Annex 2) and provided with migrant stories. Each group has to decide which definitions of migration and migrants (provided together with the story) suit the case best. It aims to promote active learning and awareness of how complex migration can be and to what extent labelling simplifies and depersonalises individual stories. It should be followed by reflection and discussion between groups facilitated by the presenter. Slides 11-13 provide follow-up overview on key types of migration (such as regular vs. irregular and forced vs. voluntary migration). Activity 3 then follows; it covers the impact of migration. 3 groups should be formed; each group should try and list as many benefits and risks of migration as they can think of from the perspective given (origin country, host society or a migrant). These lists should then be presented by each group; the presenter could list suggestions on a whiteboard/paper so that everyone could see the result. The presenter could also add to suggestions or extend them by benefits and risks listed in Annex 3 (also see Annex 3 for more detailed description of the activity).  |
| Reflection/Feedback (*on the content, the activities etc.*) |
| By the end of the workshop, the presenter should: 1. ask whether students have any questions or comments;
2. Distribute small pieces of paper and ask students to tell the most important item they have learned in the workshop and a way in which the workshop could be improved or a way in which the workshop was effective.
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| Assessment (*how you will ensure that participants have learned*) |
| Slides 16-17 contain two “Check your Knowledge” Questions. Slide 16 asks to choose which of the 4 statements are correct. Students could be asked to work in pairs for 2-3 minutes and then the right answers would be told. Slide 17 contains a link to a video[[1]](#footnote-1) that should be shown to students; the video is a case study and by the following true/false question they will apply their knowledge of the concepts learnt in the workshop. Students could answer the question from their seats or work in pairs and then share their answers. Note: the video should be stopped at 3:12 (as the most relevant information is provided up to that point).  |

1. The link to the video material: <https://www.youtube.com/watch?v=59CyXAUEa2M> [↑](#footnote-ref-1)